

Разработка темы «Adventure», учебник New Opportunities Russian Edition Intermediate.

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lyceum№3

Lesson №:1

Lesson focus: Adventure

Lesson stage/ Time interaction	Aim	Procedure
Warmer. 3 minutes	To engage sts into the target language.	T. asks the students to tell about their winter holidays. <b>Sts tell 4 or 5 sentences one by one.</b>
Homework: to retell the text, p.7 5 minutes	To develop independent learning skills	<b>Sts speak about English in the third millennium.</b>
Setting out the aims. 3 minutes	To attract sts' attention to page 9 of the textbook and ask to comment on the picture or to tell about some adventure.  To make sts name the aims of the lesson themselves.	Sts try to do their best but they understand their descriptions are not good enough. T.: Are you satisfied with your stories? St.: No. T.: What shall we do to speak on the topic better? St.: <b>to enrich our vocabulary,</b> St.: <b>to listen to smb talking on the problem,</b> St.: <b>to train talking more.</b>
Brainstorming the vocabulary. 3 minutes	To look at the key words. To work with the dictionary if needed.	T.: Repeat the words after me (reads the words). Please, explain in English what "a desert means". <b>Sts explain in English word by word.</b>
Listening for gist. 3 minutes	To help the sts become more familiar with the topic, identify some important words and ideas.	<b>Sts listen</b> to four people talking about their dreams and try to catch what those people would like to do.  T.: Open the copybooks. Write down some more words important for the topic you've just heard. Pay attention to descriptive adjectives.
Brainstorming the vocabulary. 5 minutes	To provide practice in writing	<b>Sts write</b> down and then read what they've written. T. writes the words on the blackboard
A game "Snake" 5 minutes	To make sts move a little and remember more adjectives they know.	<b>Sts name the adjectives of the previous participant and add their own.</b>

Listening for detail. 5 minutes	To encourage sts to describe their own dreams. To learn the adjectives used more intensively.	T.: What would the first speaker like to do? <b>Sts listen</b> to the four people again one by one and <b>tell</b> what those people would like to do.
Work in pairs 10 minutes	To develop oral communication skills.	<b>Sts ask and answer</b> the questions of ex.4 <b>and add</b> their own ideas. T. goes round and monitors the activity but doesn't interrupt. Remedial work can be done after the pairwork
Feedback 3 minutes	To develop sts' selfevaluation	<b>Sts feedback on their dialogues</b> T. corrects if it is necessary and asks if that will be interesting for them to tell the whole class about their "dreams" using as many adjectives as it will be possible.

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Lesson №:2 (the third lesson on the topic)

Lesson focus: Adventure. Extreme Sports.

Lesson stage/ Time interaction	Aim	Procedure
Warmer. 5 minutes	To engage sts into the target language. To create a relaxed atmosphere in the classroom.	T. asks the sts the questions of ex.7, p13 which was done at the previous lesson. (their text books and notebooks are closed)
Setting out the aims. 3 minutes	To develop independent learning skills  To make the sts name the aims of the lesson themselves. To motivate the sts to do really useful for them work	T. asks the sts to ask each other the same or some other questions on the topic. <b>Sts work in pairs.</b> T. asks the students to tell the class about their partner. <b>Sts tell about each other.</b> T. attracts sts' attention to what was the most difficult while talking'
Homework: to do ex. 1,2,3,4, p.11-12 5 minutes	To revise the Present Simple, the	<b>All the sts agree that was grammar</b> T.: What shall we do to speak better? <b>St.: to revise our grammar,</b> <b>St.: to start with the text analysis, p.12,</b> <b>St.: to train more.</b>  T. asks the sts to tell about the text using the three sentences of ex.1 <b>Three or four sts retell the text.</b> T.: The same but using ex.2 in reported speech.

Brainstorming the grammar of the text. 5 minutes	Present Cont and the Present Perfect.	<b>Sts refer to the text and say which person would give this or that answer.</b> T. asks the sts to analyse the grammar of the text
Writing 5-7 minutes	To involve the sts in communicative activity.	<b>Sts comment on the grammar of the underlined sentences and not only, using ex 3, p. 13.</b> T.: In groups of three write sentences for the verbs BE, WORK, WRITE, LIVE as it is shown in ex. 6, p.13.
“Extreme Sports” 5 minutes	To introduce the English pronunciation of some well known words, ex.1.	<b>Sts then read the sentences to the class.</b> T. introduces the vocabulary items in short sentences using the pictures, p.14. Repeat the words with the sts several times.
Listening for gist. 10 minutes	To help the sts become more familiar with the topic, identify some important words and ideas.	<b>Sts do ex.3, p. 14 and guess the answers.</b> <b>Sts listen to a TV programme, check their answers.</b> Remedial work can be done.
Feedback 3 minutes	To develop sts’ selfevaluation	<b>Sts feedback on their work during the lesson.</b> T. asks if the lesson was useful and interesting for them. Then T. asks to comment on their own work during the lesson. T.: The home task will help you train in using English grammar.
Homework: ex.8, p. 13 2 minutes		

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Lesson №:3 (the fourth lesson on the topic)

Lesson focus: Adventure. Extreme Sports.

Lesson stage/ Time interaction	Aim	Procedure
Warmer. 5 minutes	To engage sts into the target language. To create a relaxed atmosphere in the classroom.  To develop listening skills for identification the intonation.	T. gives the sts the cards with the questions of ex.9, p.15 and asks <b>to come up to each other and get some information about their classmates.</b> At the same time a recording is switched on but not so loudly. Sts try to pronounce their question with the right intonation. The recording is played several times.  T. asks the sts <b>to tell about their classmates.</b>
Setting out the aims. 2 minutes	To involve the sts in communicative activity.	T. asks the sts if it’s easy to talk using really English intonation. Sts: <b>Sure not.</b>

<p>Listening for specific/relevant information</p>	<p>To make the sts name the aims of the lesson themselves.</p> <p>To motivate the sts to do really useful for them work</p>	<p>But what shall we do to improve the situation?  <b>St: to communicate to English-speaking people,</b>  <b>St: to listen and imitate</b></p> <p>Ex.3, p14,  Listening. Ex.4. Listening. Ex.5  <b>Sts read the exercises trying to imitate the sounds and intonation.</b></p>
<p>Homework: to do ex. 1,2,3,4, p.12-13 5 minutes</p>	<p>To develop the habit of prediction. To develop listening skills.</p> <p>To revise the Present Simple, the Present Cont and the Present Perfect.</p>	<p>T: Ask each other some questions on the text using ex 1.  <b>Sts work in pairs.</b>  T. asks the students to play the roles of Ch. And B. and to continue working in pairs using ex 2.</p>
<p>Brainstorming the grammar of the text. 5 minutes</p>	<p>To read non-fiction texts for specific information</p>	<p><b>Sts tell about each other.</b>  T. attracts sts' attention to what was the most difficult while talking'  <b>All the sts agree that was grammar</b>  T.: What shall we do to speak better?  <b>St.: to revise our grammar,</b>  <b>St.: to start with the text analysis, p.12,</b>  <b>St.: to train more.</b></p>
<p>Writing 5-7 minutes</p>	<p>To involve the sts in communicative activity.</p>	<p>T. asks the sts to tell about the text using the three sentences of ex.1  <b>Three or four sts retell the text.</b>  T.: The same but using ex.2 in reported speech.  <b>Sts refer to the text and say which person would give this or that answer.</b></p>
<p>“Extreme Sports” 5 minutes</p>	<p>To introduce the English pronunciation of some well known words, ex.1.</p>	<p>T. asks the sts to analyse the grammar of the text  <b>Sts comment on the grammar of the underlined sentences and not only, using ex 3, p. 13.</b>  T.: In groups of three write sentences for the verbs BE, WORK, WRITE, LIVE as it is shown in ex. 6, p.13.  <b>Sts then read the sentences to the class.</b></p>
<p>Listening for gist. 10 minutes</p>	<p>To help the sts become more familiar with the topic, identify some important words and ideas.</p>	<p>T. asks the sts to analyse the grammar of the text  <b>Sts comment on the grammar of the underlined sentences and not only, using ex 3, p. 13.</b>  T.: In groups of three write sentences for the verbs BE, WORK, WRITE, LIVE as it is shown in ex. 6, p.13.  <b>Sts then read the sentences to the class.</b></p>
<p>Feedback 3 minutes</p>	<p>To develop sts' selfevaluation</p>	<p>T. introduces the vocabulary items in short sentences using the pictures, p.14. Repeat the words with the sts several times.</p>
<p>Homework: ex.8,</p>		

<p>p. 13 2 minutes</p>		<p><b>Sts do ex.3, p. 14 and guess the answers.</b>  <b>Sts listen to a TV programme, check their answers.</b>  Remedial work can be done.</p> <p><b>Sts feedback on their work during the lesson.</b>  T. asks if the lesson was useful and interesting for them. Then T. asks to comment on their own work during the lesson.  T.: The home task will help you train in using English grammar.</p>
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Lesson №:4 (the fifth lesson on the topic)

Lesson focus: Adventure. Communication Workshop

Lesson stage/ Time interaction	Aim	Procedure									
<p>Warmer. 5 minutes</p> <p>Setting out the aims. 2 minutes</p> <p>Listening specific/relevant information 3 minutes</p> <p>Work in pairs 10 minutes</p>	<p>To engage sts into the target language. To create a relaxed atmosphere in the classroom.</p> <p>To develop independent learning skills</p> <p>To develop listening skills for identification the intonation.</p> <p>To involve the sts in communicative activity. To make the sts name the aims of the lesson themselves.</p> <p>To motivate the sts to do really useful for them work</p> <p>To develop listening skills.</p> <p>To read non-fiction texts for specific information</p>	<p>T asks the sts to skim the holiday adverts, p. 16 and say what the topic of the lesson will be probably devoted to. They answer.</p> <p>T. asks the sts to do ex.1, p16 and answer the questions. <b>Students scan the adverts and find the answers.</b></p> <p>T. asks the sts to remember the previous lesson and say if it's easy to talk using really English intonation. Sts: <b>Sure not.</b> But what shall we do to improve the situation?</p> <p><b>St: to communicate to English-speaking people,</b>  <b>St: to listen and imitate</b></p> <p>Listening. Ex.2. <b>Sts listen and answer the questions.</b></p> <p>T gives the sts a table to fill in:</p> <table border="1" data-bbox="943 1249 1592 1401"> <thead> <tr> <th colspan="3">Advantages and Disadvantages</th> </tr> <tr> <th>Wildlife Safari</th> <th>Patagonian Adventure</th> <th>Shulah Ricky</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Sts work in pairs to fill the table in.</b> The recording plays twice again. After checking the answers T asks the sts what impression they have got of Ricky and</p>	Advantages and Disadvantages			Wildlife Safari	Patagonian Adventure	Shulah Ricky			
Advantages and Disadvantages											
Wildlife Safari	Patagonian Adventure	Shulah Ricky									

<p>Speaking 5 minutes</p>	<p>To involve the sts in communicative activity.</p>	<p>Shurah. <b>Sts tell each other about their impressions. They pay special attention to the intonation</b></p>
<p>Listening for relevant info. 3 minutes</p>	<p>To introduce the English pronunciation of some words and expressions.</p>	<p>Sts listen again and repeat the words and sounds. T asks the sts speak about a trip they'd like to go. <b>Sts work in pairs, trying to choose a holiday for themselves.</b></p>
<p>Homework: to do ex. 2, p.17 7 minutes</p>	<p>To help the sts become more familiar with the topic, identify some important words and ideas.</p>	<p>Remedial work can be done by the teacher.  T. attracts sts' attention to what was the most difficult while talking' <b>All the sts agree that was grammar</b> T.: What shall we do to speak better? St.: <b>to revise our grammar,</b> St.: <b>to listen more,</b> St.: <b>to train more.</b></p>
<p>Brainstorming the rules of writing informal letters. 5 minutes Feedback 3 minutes</p>	<p>To develop sts' selfevaluation</p>	<p><b>Sts do ex.2, p.17</b> <b>Sts read letter and match the parts with the topics.</b></p> <p>As a whole-class activity, go through the letter and elicit examples of informal style.</p>
<p>Homework: to write down a personal letter 2 minutes</p>	<p>To develop listening skills.  To revise writing informal letters</p>	<p><b>Sts feedback on their work during the lesson.</b> T. asks if the lesson was useful and interesting for them. Then T. asks to comment on their own work during the lesson. T.: The home task will help you writing informal letters.</p>